

The Church School Teacher

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THE CHURCH SCHOOL TEACHER

Vol. XXVIII No. 3
MARCH 1959

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Presession

OPERATION *Long Range Program*, the co-operative parish education work of Augustana, ULCA, Suomi and AELC, is moving along on schedule. The first phase of the program has been completed, namely the development of general objectives. The LRP staff is now working on phase two, the development of a design for the new curriculum. In about a year and a half the actual writing of the courses will begin. Sometime in 1964 we hope to see the new materials in our parish schools.

No Dust, Please

All churches within Augustana have been supplied with copies of the Long Range Program general objectives. All pastors have the new age group objectives. From every quarter comes word that pastors' groups and church school teachers' groups are studying the

objectives. This is to be commended, for the objectives contain a veritable graduate course in educational psychology and Lutheran theology. It is our hope that the study of the objectives will become a part of teacher preparation for the next years. Pastors and superintendents, don't let those pastel colored documents gather dust!

JBC of LRP!

Now, let me introduce the men whose pictures are on the cover. They are the newly elected officers of the Joint Board Committee of LRP. From left to right they are:

The Rev. Martin J. Heinecken, Ph.D., vice-chairman and chairman of the education committee. Dr. Heinecken is professor of systematic theology, Philadelphia Lutheran Theological Seminary.

The Rev. Robert P. Hetico, secretary. He is pastor of St. Mark's Lutheran Church, Wau-

kegan, Ill., and executive secretary of Suomi Synod Board of Parish Education.

The Rev. Walter B. Freed, D.D., chairman. Dr. Freed is pastor of Luther Place Memorial Lutheran Church, Washington, D. C., and president of the United Lutheran Church Board of Parish Education.

The Rev. Martin L. Raymond, treasurer. He is pastor of Trinity Lutheran Church, Galesburg, Ill., and president of the Augustana

Lutheran Church Board of Parish Education.

The Rev. John B. Darrah, chairman of the departmental-field committee. He is pastor of Magnolia Lutheran Church, Seattle, Washington, and a member of the Board of Parish Education of Augustana Lutheran Church.

You guessed it, Pastor Darrah is the newly-elected member. The quartette of re-elected officers are giving him a *Long Range* welcome.



Just think—Bible scholars a few thousand years from now will have an awful time trying to figure this out!"

Suggestions for Your Next Three S. S. Staff Meetings

► For Your March Meeting

THE purpose of the March meeting should be to make plans for the April Sunday school sessions. The following are workable suggestions.

Bible Study—thirty minutes. (If possible, the pastor should lead the Bible study.)

Christian Growth Series this quarter contains lessons on Jesus' Helpers (K); the resurrection, missions, and God's World (P); the missionary work of the Lutheran Church (J); the expansion of the church in New Testament times (I); the life of Jesus (S). Emphasis is placed on missions and the life of the church. Our three Bible studies will attempt to bring out these facets of the church's life:

- I. A Day in the Life of the Early Church
- II. A Day in the Life of Jesus
- III. A Day in the Life of an Apostle.
- I. A Day in the Life of the Early Church
1. The Apostles' teaching, fel-

lowship, and worship

Acts 2:42

(A parallel may be found in 1 Corinthians 11:17-34, where Paul discusses the fellowship of the Corinthian church and some of the abuses present there.)

2. The charity and mutual love of the church

Acts 2:44-45; 4:32-37; Acts 9:36

Acts 5:1-12 illustrates the abuses which might be connected with the church's sharing of goods.

Later on, the churches raised funds for the poor church at Jerusalem (Galatians 2:10; Acts 11:27-30; 1 Corinthians 16:1-4).

3. The church's healing ministry

Acts 2:43; Acts 3:1-10; Acts 5:12-16

4. The preaching witness of the church

Acts 2:47
Acts 5:17-42
Acts 7:57-60
Acts 10:24-27
Acts 8:26-40

Practical Information Period—thirty minutes.

The following resources would provide information for a discussion on "Discipline":

Ways of Teaching—Andersen, chapter 6

The Church School Teacher's Job—Eakin, chapter 9

God's Master Builders—Nolde, pages 35-37

"As the Twig Is Bent" from the LEAV Kit

"The Meaning of Discipline"—Primary School Portfolio, leaflet No. 10 (Available from ACEI, 1200 15th St. N.W., Washington 5, D. C.).

Department Study and Planning Period—at least sixty minutes.

For this period the teachers of each department should meet separately. Each teacher will need the spring quarter's lesson material and this issue of THE CHURCH SCHOOL TEACHER. (See the "Helps" articles for departments.)

The teachers under the direction of the departmental leaders should study and make plans for teaching the next month's work. The study may consist of the following:

1. A discussion of the unit as a whole.
 - a. Biblical bases and aims.
 - b. Activities and materials.
 - c. Plans for worship.
2. Detailed plans for each lesson in the month.

3. Preparation of materials needed.

► For Your April Meeting

The purpose of the April meeting should be to plan for the May Sunday school sessions.

Bible Study—thirty minutes.

II. A Day in the Life of Jesus

1. Jesus' teaching

Mark 1:21-28, in the synagogue

Matthew 5—7; Luke 6:17-49, on the mount, on the plain

Mark 4:1-34, by the lake
2. Jesus' healing

Mark 1:32-34, 40-45; 2:1-12; Mark 3:1-5
3. Jesus' attempts to retreat for rest and prayer

Mark 1:35-39

Luke 11:1

Mark 6:31
4. Meeting opposition

Mark 6:1-6

Luke 4:16-30

Mark 3:6

Mark 7:1-13

Mark 10:2

Mark 12:27-12:44
5. Sending out disciples to preach

Luke 10:1-16

Matthew 10:1-42
6. Announcing his mission

Mark 8:27—9:1

Mark 9:30-32

Mark 10:32-34; 10:45

Practical Information Period—thirty minutes.

The discussion this month could revolve around the subject of "How to Ask Questions," with the following resources for the leader:

Ways of Teaching—Andersen, pages 88-93

God's Master Builders—Nolde, pages 40-44

Methods of Teaching in the Church School—Olson, Ch. 5 ter 5

Teaching Intermediates—Fagerlin, page 19.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. See suggested outline for the March meeting. Refer to "Helps" articles in the April issue of *THE CHURCH SCHOOL TEACHER*.

► For Your May Meeting

The purpose of the May meeting should be to make plans for the June Sunday school sessions.

Bible Study—thirty minutes.

III. A Day in the Life of an Apostle

1. Travelling

Acts 16:1-12 (Many other references could be cited.)

2. Working at his trade

1 Thessalonians 2:9

Acts 18:1-3

3. Teaching

Acts 18:4

Acts 19:8-10

4. Conferring with leaders of the church

Acts 20:17-38

1 Corinthians 1:11 (receiving a deputation from Corinth)

1 Corinthians 7:1 (receiving and answering a letter); Galatians 6:11

5. Facing danger for the sake of Christ

2 Corinthians 11:21-12:10

Acts 16:19-24

Acts 18:12-17

Acts 27:13-38

Philippians 1:7, 12-26

Practical Information Period—thirty minutes.

"Memorization" is the topic suggested for discussion for this meeting. The following resources would be helpful to the leader:

Ways of Teaching—Andersen, pages 120-123

God's Master Builders—Nolde, pages 86-90

Methods of Teaching in the Church School—Olson, Chapter 5.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. See suggested outline for the March meeting. Refer to "Helps" articles in the May issue of *THE CHURCH SCHOOL TEACHER*.

Helps for Teachers of Kindergarten

by ELAINE S. OLSON

*Based on Christian Growth Series
Kindergarten 2, Spring Quarter*

"JESUS the Children's Friend," the first unit of the quarter, is a continuation of the last unit of the previous quarter. In the schedule of lessons for the winter quarter probably Session 12 was postponed so that the Palm Sunday and Easter lessons came on the proper dates. The postponed lesson can be inserted between Sessions 2 and 3 of this quarter so it will be included for the review during Session 3.

Children can learn to share their joy in knowing that Jesus is their friend. As they become more certain of how to express themselves they become better witnesses while they continue to grow spiritually and physically. The suggestion given on page 13 is one way of giving youngsters confidence that they can tell about what they learn at Sunday school.

Review activities during Session 3 may include playing out favorite stories which are included in the review. Use care in accepting

volunteers for the dramatization. Watch for children who have not entered into group activities and when they show interest be especially sure to give them a place in a familiar story. Keep this retelling simple, let it come from the children without additions or corrections from the teacher. Later conversation may be used to point out apparent misconceptions. This sort of review is helpful as a check to the teacher of what the children are gleaning from the class sessions.

Leaflet cover pictures are to be used in the unit summary during Session 3. Probably these have been previously mounted. The Teacher's Guide gives alternative ideas for conducting the review.

When there is conversation about a mission project as described on page 22 introduce the youngsters to some pictures and ideas from AUGUSTANA MISSIONS. This annual may be ordered from the Augustana Book Concern,

price \$1.00. The children will enjoy the picture on page 154 of kindergarteners at Hiroshima. Learning about missions often comes through conversation and chance remarks which are not related directly to the lesson. If a question arises do not be afraid to admit ignorance, but assure the child that some effort will be made to discover the answer. (Of course the teacher must do the research for children of this age.)

Looking ahead in this quarter, Unit B promises to be a unit which with the co-operation of parents will be readily applicable to daily living. Unit C includes a portion of the New Testament beyond the Gospels, little of which is introduced to kindergarteners.

The Library

Are you giving suggestions for books to be added to the children's section of your church library? *Davie Decides* by Dorothy W. Andrews will help little children to see how the lessons of Unit B apply to their daily living. It is wise to have books like this available for home reading as well as on a browsing table. Colorful little books are a help to directing conversation in the desired channels. *Davie Decides* is available through Augustana Book Concern, Rock Island, Illinois.

Does your church picture file include the large teaching pictures

for Primary 1? The set may be purchased through Augustana Book Concern. Numbers 16 and 17 show children helping around the home. These are appropriate for the current kindergarten course, Unit B. Number 10 pictures family devotions, usable with Unit C.

Pictures from a secular source often are usable when given a Christian application. You may wish to get a set of colored pictures, each $7\frac{7}{8}$ " x 10", called "What We Do Day by Day." These may be ordered from the National Dairy Council, 111 North Canal Street, Chicago 6, Illinois, or from your state dairy council. Catalog number is SB22, price 35¢.

Often teachers ask how much time should be spent on activities. No precise time limit can be set. This varies according to the class, the teacher, the activity and the aims of the particular lesson being taught. Even an "extra-curricular activity" like a party can help to carry out general objectives in working with children.

K I S M I F

Keep it simple, make it fun, could be the theme of party plans for kindergarteners. A party is a good way to learn to know more about the pupils in a class. In department planning the teachers can co-operate on this type of activity,

both in the arrangements and in assuming responsibility. If ice cream cups are purchased there are mothers who will make cookies gladly. A few short games will make variety in entertainment, and with proper leadership will incidentally teach much about co-operation and attitudes toward others. The games should provide enough activity to take care of some of the restlessness of this age group. A few quiet minutes may be spent considering how God's plan for the world includes the things which happen in springtime. This can be an introduction to the showing of a filmstrip as the "feature" of the afternoon. "Playing in the Rain" from the filmstrip

series *Stories about the Seasons* is a colorful presentation suitable for this age group. This filmstrip may be secured through Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota. (Filmstrip—\$5.25; LP recording—\$2.00.)

Psalm 105 is a reminder to us of many of the wonderful things which God has done. Re-reading the first six verses will help to spur us on to a constantly fresh approach in our teaching. Spring is a time for rejoicing in the message of Easter, for a renewal of our physical and spiritual energy as God's world is revitalized, and for a new look at our privileges and responsibilities in the work of the Church.

A helpful addition to the library of the church school or the church school teacher is the recent book, **Westminster Introduction to the Books of the Bible**. We have become accustomed to receiving wonderful aids for Bible study from the Westminster Press, and this latest volume is of the same fine quality. Church school teachers will find in this book a separate chapter introducing each of the books of the Bible. Questions of authorship, date of writing, place of writing, etc., as well as a description of each book, are pointedly set forth. In each case there is an excellent summary of the relevant facts, just what is necessary for informed teaching. The writers of the book are a selection of the very best conservative Biblical scholarship of our time.

Helps for Teachers of Primary

by SISTER GERTRUDE HILL

*Based on Christian Growth Series
Primary 3, Spring Quarter*

EVEN now as we are teaching the three sessions in Unit C of the winter quarter, we look ahead to the remaining three sessions in the spring quarter which will complete the unit study of "God and His Son Jesus." These six sessions briefly survey the earthly mission of Jesus, the Savior, to show his divine-human character.

As we survey the Teacher's Guide we note the excellent worship plans outlined for each unit and session. The suggested songs, scripture passages, prayers and worship thoughts correlate with the aims and content of each session plan. It is so important to incorporate the worship period as a part of the total lesson plan rather than to attach the worship service as an end in itself.

This type of planning can be done at the regular monthly teachers' meeting as the teachers and leaders of each department have a work session after the Bible

study. However, if you are not now following this procedure, speak with your pastor, general superintendent and departmental leader about the need for meeting together by departments to improve the preparation and planning of lessons a month in advance. Working with the teachers who are teaching the same sessions is much more interesting and helpful than struggling alone.

A theme song is suggested for each unit. You are probably now using the song, "Beautiful Savior," for the three sessions in Unit C of the winter quarter. It is, then, just as well to continue with that song in the next three sessions in Unit A of the spring quarter. Several stanzas, at least the first and fourth, can be learned during the six sessions of the unit study. The song, "Oh, Isn't It the Nicest Thing," is suggested for Unit B and is found in one of the leaflets. Several choices are possible for use in Unit C. They are: "For the

Beauty of the Earth," found in the Teacher's Guide; "Great God, the World Is Full of Thee," found in leaflet 11; and "This Is My Father's World," found in the book, *Songs for Children* by Nordgren and Lekberg.

Now for a quick look at the materials which would help both the teacher and the child and would supplement what is found in the Teacher's Guide and the lesson leaflets. Books and pictures, particularly, need to be located far in advance of their use.

The following books are recommended for the teachers: *Marian's Big Book of Bible Stories* by Marian Schoolland, *Friends With All the World* by Edith F. Welker, and AUGUSTANA MISSIONS, Volume IV, 1959.

Children's books which can be used for browsing and as reference materials in each of the unit studies are the following:

Unit A—

Stories of Jesus by Mabel B. Fenner

Tell Me About Jesus by Mary Alice Jones

Unit B—

All the Children of the World by Helen Doss

The Singing Secret by Elizabeth Allstrom

Unit C—

A Child's Grace by Claxton and Bannister

God Cares for Me by Carolyn Muller Wolcott
God Planned It That Way by Carolyn Muller.

The large teaching pictures from the Christian Growth Series Picture Sets which correlate with the Bible stories are:

Session 1—Primary 3, picture 12, "He Is Risen."

Session 2—Primary 3, picture 13, "The Risen Christ." Use this picture also for the worship center, Unit A.

Session 4—Primary 3, picture 14, "The Great Commission."

Session 6—Primary 3, picture 9, "Jesus and the Children of the World."

Session 7—Primary 2, picture 12, "Foreign Mission Hospital."

Session 8—Beginners 1, picture 7, "Doctor and Nurse."

Sessions 10-13—Primary 3, picture 16, "The Sermon on the Mount." Use this picture also for the worship center, Unit C.

A worship center picture for Unit B is "Follow Me" by Tom Curr, picture 15, Primary 3.

Another resource to be used with the spring quarter is the "Worship Services for Mission Sunday," Kindergarten and Primary Unit. Whether it be the missionary education leader or the departmental leader who presents

the worship service on the designated mission Sunday for each month, all the teachers in the primary department should incorporate the particular missionary emphasis for that Sunday in their lesson planning. Worship Service VII and picture 5 are suggested for Unit A, Worship Service VIII and picture 6 for Unit B, and Worship Service IX and picture 7 for Unit C. These worship services have been planned to correlate with the spring quarter. "Worship Services for Mission Sunday in the Church School" comes in a complete set for all departments or in a departmental unit for kindergarten-primary. They can be ordered from Augustana Lutheran Church Women, 3939 Pine Grove Avenue, Chicago 13, Illinois. The complete packet costs \$3.00 and the kindergarten-primary departmental unit is priced at \$1.50.

Activities

As to the activities for Unit A, the one which you are now developing in Unit C of the winter quarter, can be continued in the first three sessions of the spring quarter since it all relates to the study of "God and His Son Jesus." If you have had time during the class period to make a poster or an accordion book depicting the events of Jesus' life and ministry, you have discovered this activity to

be an excellent means for reviewing from Sunday to Sunday. In the intervening six days between Sundays, there is a certain amount of forgetting so a short review each Sunday helps to recall the major events in the life of Jesus.

Now we proceed to definite lesson planning of the three sessions in Unit A. The lesson plan is outlined as a guide and we shall need to make marginal notations and underline points to be emphasized as we study the Teacher's Guide.

Adjust for Easter

The first session presents the Easter story. If Session 1 is to be taught on Easter Sunday, March 29, then the Easter story can be reviewed and combined with Session 2 on the first Sunday in April. Of course if there was no Sunday school session on Easter Sunday, then Session 1 of the spring quarter will be introduced on April 5.

Session 2 acquaints the children with the event of Christ's ascension. The important thing to stress in this session is to help the children realize that Jesus completed His work on earth and then returned to God with whom He lives forever.

Session 3 is a review of the five previous sessions, the entire unit of "God and His Son Jesus." The major purpose of this review is to help the pupils understand the dis-

inction between God the Father and God the Son who lived on earth.

Note particularly the aims for the sessions in Unit A. They will guide you in interpreting the crucifixion, resurrection and ascension of Jesus so that they will be understandable to the primary child. The significance of God's plan and purpose of redemption through Christ must be very real and vital in your understanding of the Christian faith before you attempt to explain it in simple terms to the primary child. Here again we see the advantages for improving our teaching by discussing with other teachers and the pastor the fundamentals of the Christian faith and how to interpret them to children at their levels of understanding.

After you have studied the Biblical basis for Sessions 1 and 2, compare the Biblical account in the Revised Standard Version with the accounts of these events in a child's Bible story book, such as *Marian's Big Book of Bible Stories* (Schoolland), pages 301-309. Preliminary study of the sections—Story, Talking Together

and Leaflet—in the Teacher's Guide will also be of tremendous help before talking it over with the other teachers at the planning session.

Selecting and sorting the pictures needed for each session should be done at the departmental planning session. Then everything can be in readiness without a last minute scramble for the necessary pictures.

In all of this preparation and planning, we must look beyond the lessons we study and prepare to teach. Each child in our class has been entrusted to us to be nurtured with the living Word of God.

"We cannot become Christians just by learning a lesson. We become Christians in an experience—when something happens to us, when we are persuaded to love, trust and obey the God who made us, and redeemed us, and draws us into his fellowship." (Quoted from *Basic Christian Teachings* by Martin J. Heinecken.)

All books mentioned are available through Augustana Book Concern, Rock Island, Illinois.



Helps for Teachers of Junior

by MARY NORDLUND SHUEY

*Based on Christian Growth Series
Junior 3, Spring Quarter*

ACROSS WATERS AND WILDERNESS is the new title for this quarter, replacing the name FOUNDERS AND FOLLOWERS. It is the only quarter in the junior cycle that deals with church history. The main emphasis is on the spread of the Lutheran church from Europe and its establishment in America during the 18th and 19th centuries. The lessons are grouped into three units. Unit A presents the founding of the Lutheran church in America. Unit B deals with the problems of the new church and how these were resolved. Unit C serves as a summary and emphasizes the need for willing juniors to continue to carry the torch for Jesus.

History? Just the word history sometimes has an adverse connotation to many teachers! That, of course, will have like effect on the class! So what will we do with the given material for the next three months? It is possible to make the past come so alive that our response and that of our pupils will be one of gratitude to those who have been responsible for

bringing to us the many gifts of the present.

How should we introduce this quarter to the juniors? What would be the best approach? Remembering the statement, "—begin with the known to teach the unknown," perhaps the family history is a good starting place. Here is one suggestion. Place on your bulletin board a picture of one of the juniors. Along side it, place a picture or name of his church. Beyond this, place a picture or name of his parents and grandparents and the churches they attended. More pictures of people and churches could be added with question marks on them. Instill in the minds of the juniors such questions as, who were our grandparents, our great grandparents? Where did they live? To what church did they go? etc. This is family history. Transfer this idea to the church. Who built our church? Who were the juniors then? Why is it a Lutheran church? Where did the Lutheran church begin? Where was the first Christian church? Throughout

the entire quarter attempt to develop in the juniors a sense of thankfulness for the faithful people whom God used in the past to build His church, and also the response to commit their lives to God so as to be the builders of the church of tomorrow.

The following is one suggestion for a class activity which could be carried on through Unit A or even extended throughout the entire quarter. Plan to make charts to indicate a line of thankfulness. Sheets of heavy wrapping paper will do for the charts. The size will depend on the area you have available. One chart is suggested for each of the following questions:

Have we thought to thank God—

1. For our local church?
2. For the first Christian church?
3. For the Lutheran church?
4. For the people who brought the church to America?

Assign certain groups to be in charge of each chart. Everyone in the class should contribute to all but it will be the responsibility of the particular assigned group to make the chart interesting. Chart 1 could include pictures of their church and some of its activities, and also short interesting reports or stories of its beginnings. Encourage the class to ask their par-

ents, grandparents or any older member of the congregation for such stories. Chart 2 should have a picture of Jesus and any of the events from the Bible that are listed in the Study Book. "Jesus, the true foundation of the church" could be written under the picture. Chart 3 could include pictures drawn by the pupils depicting a series of events in the life of Martin Luther. They could show his childhood; the school at Magdeburg, where Luther sang to earn money; the monastery at Erfurt; the "holy staircase" at Rome; the nailing of the ninety-five theses; the Diet of Worms; etc. Perhaps the Lutherans are justly criticized for their lack of knowledge concerning the man for whom the church was named. This criticism should serve as a challenge to us as teachers to help the juniors become informed. Making the chart is one way to gain and share information. Encourage the juniors to look for pictures in books and encyclopedias in order to draw their pictures as correctly as possible. There are many books about Martin Luther. Ask your pastor about them. The following are recommended: *Martin Luther* by McNeer and Ward, Abingdon-Cokesbury Press, *Martin Luther* by Dallmann, Concordia Publishing House, *The Boy Who Fought Kings* by Edna and Howard Hong, Augsburg Publishing House. Per-

haps some of the more advanced juniors would read and share brief reports of some of the events in Luther's life. Teachers, do you have access to past copies of THE LUTHERAN COMPANION? There is an excellent article entitled "Historic City of Worms" by Alfred May in the October 22, 1958, issue which would fit in very well here. (May I add a parenthetical thought at this point and share what a man in Chicago said he does with THE LUTHERAN COMPANION? After reading it, he cuts it apart and puts such worth-while articles in his file for future use!) Chart 4 should include pictures from the stories in Sessions 2 to 5. The stories in Session 3 are especially interesting to those of the Augustana Church. The October 8, 1958, issue of THE LUTHERAN COMPANION has a recent picture of the "Old Swedes Church." In 1942 Congress designated this church as a "national historical site." It was built in 1700 and is one of the oldest churches in the USA.

Wouldn't it be fine to learn the whole hymn, "My Church, My Church," during this unit? Use it frequently throughout the entire quarter. The first stanza is found in Session 1. Perhaps you could arrange to have the other stanzas copied and given to the juniors to learn. The prayer by Richard, Bishop of Chuchester, could be

prayed in unison during the worship sessions. Of course, before attempting to memorize the hymn or prayer suggested, their thought should be discussed and understood.

A pre-assignment could be made for Session 2. Ask a couple of juniors to review Session 10 in Junior 3, winter quarter, and be prepared to give a brief description of Paul's second missionary journey, using the map in Session 2.

Would a globe be available for use during this unit of lessons? It would serve as a real aid to show the progression of the Christian church. Begin with Jerusalem, day of Pentecost; go on to Antioch of Syria, where the followers were first called Christians; to Philippi, first congregation in Europe; to the various countries in Europe; then across the Altantic Ocean to North America and finally to the spot where you live! If a globe is not available, a world map or maps that include these continents will do.

I hope these suggestions will be of help to make this study of church history a delightful vicarious experience. Suggested helps for Unit B and C will follow in the next two issues.

Books mentioned are available through Augustana Book Concern, Rock Island, Illinois.

Helps for Teachers of Intermediate

by RUTH M. SWANSON

*Based on Christian Growth Series
Intermediate 3, Spring Quarter*

THE proclamation and spread of the gospel following the ascension is the final topic to be considered by the intermediates in their study of the New Testament.

The fall quarter gave us a picture of the life and times of the world into which Jesus was born; the winter quarter presented Jesus as God's way of salvation for man; the spring quarter will develop an understanding of the work of the Holy Spirit in the church as a continuation of God's way of salvation in Jesus.

This quarter's work will complete the New Testament story with the examination of the books following the four Gospels. It is designed to give each intermediate an appreciation not only of the important events and personages of the apostolic era but also of his own relationship to the congregation of which he is a part—"God's way through the local church."

We might consider this quarter as a study of beginnings. Unit A, "The Church Takes a Root," has three lessons telling of the very

beginnings of the church and is a natural follow-up to the study of Jesus' life completed last quarter.

Again, as in previous quarters, each session plan in the Teacher's Guide includes an interpretation of the Biblical basis which should be studied along with the Scripture passages as part of our preparation. Valuable information to supplement that explanation can be found in such books as *The New Testament—A Study* by Aleman, *The Story of the New Testament* by Hiltner and Halley's *Bible Handbook*. The following American Lutheran Conference weekday church school courses, although not recent publications, have material pertinent to our study also: *The Story of the Early Church* by Doermann and the second semester section of *The Beginnings of Christianity* by Kuhlmann. Chapters 20, 21 and 22 of the 1956 edition of Rand McNally's *Bible Atlas* would be very helpful for both our pupils and ourselves. All of these supplementary resources are available

from Augustana Book Concern.

The "Who's Who" project explained in our Teacher's Guide as an integral part of each lesson has been developed to help the intermediates become familiar with the names appearing in the records of the early church. The idea is to help them realize that the church was composed of people through whom God worked. Preparing the sentence biography will encourage them to think of the role each person played in the church of the first century and how the work of the church was advanced through his efforts.

A Purposeful Project

Another interesting project which might be carried out during this thirteen weeks' study concerning the early Christian church would be compiling a scrapbook giving the story of the local congregation. This could be done by assigning research responsibilities to various committees. Such responsibilities should include learning something concerning the congregation's history—events leading to its organization, the charter members, its first meeting place, its building program and the dedication of the first church building; locating pictures and newspaper accounts relevant to its beginnings and development; interviewing persons about the on-going program—

both present and projected plans, including its missionary outreach; compiling a "Who's Who" of members who have filled and are filling places of importance in the life of the congregation. This project would develop the intermediates' appreciation of the congregation and the completed scrapbook would be of interest to all its members.

A Happy Medium

Memory work during this quarter? Our author suggested that even though "stress should be placed on learning by doing" we must "not minimize systematic memory work." The Study Book section, "To Keep for Life," suggests Bible and *Catechism* memory work which summarizes the thought for each lesson of the quarter. The Creed, the Sacrament of Baptism and the fifth, sixth and seventh petitions of the Lord's Prayer and the explanations will be used. We must check with the pastor as to which *Catechism* edition he is using in catechetical instruction, and then use the same one for our intermediate class work.

The major part of our time during April will be spent learning about the establishment of the early Christian church and the relationship which the resurrection of Christ had to it. Selections

from the first five chapters of the Book of Acts will give the Biblical background necessary to indicate the disciples' enthusiasm in witnessing of Christ's resurrection, the meaning of Pentecost and activities of the early church.

Much Help for Teachers

What will this mean to our intermediates? Integrating the ideas in the section, "The Group's Experience," with the second aim for the lesson and the suggestions in the paragraphs, "The Meaning for You," will help us make the thoughts of the lessons of Unit A relevant to the daily living of our boys and girls. Then the principles practiced by the first century Christians will be meaningful to our twentieth century young people.

As in previous quarters our author gave us detailed lesson plans to follow. The "how" of going from an appropriate interest approach to the core of the lesson and following that with a discussion pertinent to the group is carefully described. It will not take much maneuvering by us to personalize each lesson plan, making it especially our plan to be studied with our pupils.

Some time should be spent reviewing last quarter's work before beginning the study of this quarter. "Can You Do This?" from

Session 13 of the winter quarter would be an excellent device to use in this review and could readily fit into pre-session activity for Session 1.

Session 2 would be a good time to begin work on the unit project—the compilation of the history of the local congregation—suggested earlier in this article. As we are thinking of the beginnings of the Christian church, we might well be thinking of the beginnings of our own congregation. Discussion of the progress of the project each Sunday will keep us up-to-date and serve as the introduction to the next lesson as well.

Session 3 gives us an opportunity to compare the activities of the early church with those of our present day congregations and make note of the ever expanding program of the Christian church. We would do well to include in our discussion the eight thoughts outlined on page 16 of the Teacher's Guide, particularizing them for the Augustana Lutheran Church.

A Foundation

These three sessions should lay the foundation for a better understanding of the subsequent expansion of the early Christian church and motivate an interest into the study of that expansion when we begin our work on Unit B.

Helps for Teachers of Senior

by ANNETTE L. JOHNSON

*Based on Christian Growth Series
Senior 3, Spring Quarter*

HAVING completed two quarters of Old Testament review, the seniors launched into a review and survey of the New Testament in the spring and summer quarters. CHRIST IN THE GOSPELS continues the over-all theme of the year, "Christ in the Bible."

As pointed out in the Teacher's Guide, this is not a chronological study of the life of Jesus but a study of each of the four evangelists' portraits of Jesus. The seniors should already know the basic facts of Jesus' life. Therefore, this quarter should not stress facts but rather attempt to review and interpret them so that the senior may gain a greater appreciation of the greatest life ever lived. In preparation for teaching this quarter, it will be well to keep in mind a statement of Snyder in *The Book of Life*. "The Gospels were not written to merely tell the story of the life of Jesus; they were written to promote faith in Him as the Son of

God and Savior of perishing souls and a perishing world."

As you look over the table of contents, you see that this quarter is not unitized. Dividing it into units, however, will make it easier to plan and teach the quarter. Unit A will include Sessions 1-6, based on the book of Mark; Unit B, Sessions 7-9, based on the book of Matthew; Unit C, Sessions 10-11, based on the book of Luke; and Unit D, Sessions 12-13, based on the book of John.

In planning determine and think through carefully the aims in the following order: quarter, unit and session. Letting the seniors help determine aims and techniques to use in accomplishing the aims will create more interest on their part. Avoid letting the sessions become just question and answer periods or just reading and filling in the blanks. Some sessions have good discussion questions in the Study Book that can be used. In other sessions it will be necessary to formulate good thought

questions that can be used either in group or general discussion. Let questions originate from the seniors as much as possible.

Check Versions

Since the material is based on the King James Version, you will want to check carefully all Biblical references and make them correspond with the RSV.

Resources you will find helpful in addition to the ones listed in the Teacher's Guide are: *The New Testament—A Study*, Alleman; *Basic Christian Teachings*, Heineken; *Life and Work of Christ*, Lotz; *Confronted by Jesus*, Loew; *The Book of Life*, Snyder; *The Gospels*, Phillips; Bible atlases, dictionaries and commentaries. A large map showing Palestine in the time of Jesus will be helpful in tracing the journeys of Jesus. A good map indicating events in the life of Jesus will be found in the Standard Publishing Company packet of *Bible Maps and Charts*. This packet may be obtained from Augustana Book Concern for \$2.50 a set. The texts mentioned are also available through Augustana Book Concern.

Use "One Solitary Life" on page 4 of the Study Book to introduce the quarter. Read this biography to the seniors before handing out the Study Books. Ask if they recognize whose biography

was read. Use a few minutes to discuss the biography making use of the suggestions on page seven in the Teacher's Guide.

The quarter begins on the Sunday following Easter with a Christmas theme. Some seniors may wonder, however, why a Christmas theme during the Easter season. Point out to the seniors that this session is introductory and basic to the entire New Testament study. As the Bible study and discussion progresses the seniors will have the answer to the question as they understand the relationship of Christmas and Easter.

The Heart

Assign questions 1 and 2 on pages 5 and 6 of the Study Book and also the four points in the section, "What Does Christmas Mean," to buzz groups. This is the heart of the session and thus more time should be devoted to it. Have resource material available for the groups to use. After 10 or 15 minutes of group study and "buzzing" have the class reconvene for a report from each group and a summarizing discussion. The Second Article of the Creed should be reviewed in connection with point 3. *Basic Christian Teachings* by Heineken, chapter 5, will be of help here.

Have the seniors trace on the

map the steps of Jesus' early life. Making a time line showing the events and dates will help visualize their occurrence.

Sessions 2-6 are based on the book of Mark. Analyze this and succeeding Gospels with respect to the way in which they contribute to the total picture of Jesus. It will be well for the seniors to have some background information about the evangelists. Have a senior prepare a report on Mark and give a brief report to the class as an introduction to the study of the book of Mark. Do the same for the other three Gospels. The December 1958 issues of TEEN TALK, the church story paper, carried articles on the four Gospel writers. These will be helpful in preparing these reports. A Bible dictionary will also provide considerable information. Reference is made under "Presenting a King" on page 12 of the Study Book should be changed to Acts 1:11b RSV.

One's Life Work

The seniors are at a period when they are beginning to think seriously of preparation for their life work. Session 3 should impress upon them the importance of thorough preparation for one's life work. Jesus' thirty-year preparation for the highest calling of all is the best example we have of thorough preparation for one's

chosen vocation. Do not overlook the part home and religious instruction play in this preparation. In connection with the section on baptism, have the seniors review baptism in the *Catechism*. It may be wise to have some copies of the *Catechism* on hand for this.

Since this session is based on the book of Mark, it may be well to turn first to the reference in Mark 1:12-13 and then turn to the Matthew reference for a more detailed account. Be sure to check the names of the apostles with the RSV.

Jesus' Ministry

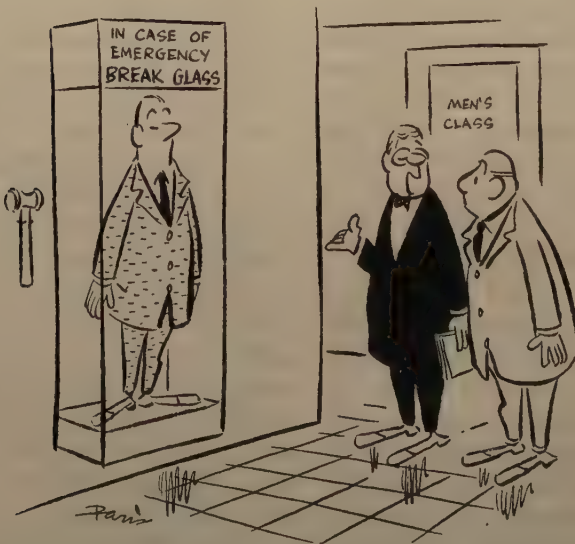
Sessions 4 and 5 cover the period of Jesus' ministry. These sessions should help the senior understand and appreciate the ministry of Jesus and His preparation for the cross. Review as many of the parables as time permits. Three are suggested in the Study Book. You may wish to have some dramatized. Mark 12:1-9 is one that could be dramatized. The sections of blanks and statements to check should be used as a means of stimulating thinking and discussion and not as an end in themselves. Unless the class is quite small, assign the various sections to buzz groups to consider before a general class discussion.

Session 6 brings to a close Unit A. It is also the climax of the

unit since it presents the most important part of Jesus' life—His death on the cross and the resurrection. The test on page 28 in the Study Book can be used to make a quick review of the events leading to the cross. There are differences of opinion as to exact order. The order given in the Teacher's Guide is approximate. Don't waste time quibbling over exact order. The greater portion of the session should revolve around the meaning of the cruci-

fixion and the resurrection and their significance in the lives of the seniors today. More will come forth by assigning the points under the sections and the discussion questions on page 31 of the Study Book to groups.

Allow some time at the end of the session to review and summarize Unit A. This may include retracing the steps of Jesus on the large map and adding to and reviewing what has already been placed on the time line.



"He's our substitute teacher."

Helps for Teachers of the Adult Bible Class

by N. LEROY NORQUIST

THE average adult Bible class probably goes something like this: first a song or two is sung; scripture is read and prayer offered. The offering plates are passed. The superintendent comes in to make his usual number of announcements. Finally, after twenty or more valuable minutes have elapsed, the teacher takes over.

He begins by asking for the reading of the scripture printed in the quarterly, perhaps a verse being read by each person around the circle. Then, following along in the quarterly, the teacher comments on the lesson notes. Next he goes through the discussion questions. He asks for answers from the pupils, and if there is only silence, he gives his own answer. Finally, if there is any time left, he resorts to the additional material in the teacher's manual, either reading it or giving some kind of paraphrase. By this time the closing bell has usually sounded.

Such a procedure almost seems planned to cut off discussion.

Teaching time is cut to a minimum; only the printed material in the quarterly can be briefly surveyed. Such a procedure would be good if it produced results. Of course, it would be difficult to sit through thirty or forty minutes of class without absorbing some information.

But the purpose of the Bible class is not only to get information. The most important part is the sharing of insights, the submitting of ideas to group discussion and evaluation, the honest and frank interplay of Christian spirits for the mutual upbuilding of all in the class. Hence, a much better use of the time could be made than simply reviewing the printed material. If the pupils learned the basic information outside class, then during the class session they would have time for these important matters of communicating and strengthening each other's faith.

The very least that could be done would be to have the pupils read the quarterly at home and also the daily Bible reading listed

in the inside of the back cover. But won't they lose the books or forget them at home? Yes, undoubtedly some will. There are risks involved in everything that offers the hope of bringing some benefit. It is a sinful and false economy to buy just enough books to go around and then hoard them at the church. The benefit of having spare copies far exceeds the small price.

Home Study

Studying the lesson at home makes it possible merely to summarize the lesson before launching into the business of the session, which is to share insights into the meaning of the lesson.

As a supplement to the studying of the lesson at home by the pupils we can ask someone to introduce the lesson by making a brief class report. It should not exceed ten minutes at the very most. Today we have an increasing number of resource books on the Bible. Often you will find them filled with beautiful pictures big enough to be seen by an entire class if it is not too large. For example, there has been in the past four or five years a flood of Bible atlases, giving valuable background material on the archeology, historical background, social conditions of Bible times. Here are a few: (1) *Bible Atlas*, by Emil Kraeling, published by

Rand McNally, (2) *The Westminster Historical Atlas to the Bible*, revised edition, by Wright and Filson, (3) *Harper's Bible Dictionary*, by Miller and Miller. When studying the second quarter material in the International Lesson Series, which is on the theme, "The Kingdom: United and Divided," why not assign someone to give a brief report on some relevant nugget of information from one of these books. Another recent book which is valuable on Old Testament history is Bernhard Anderson's *Understanding the Old Testament*, Prentice-Hall. Any of these books may be ordered from Augustana Book Concern.

The resources listed above are rather expensive books, and probably few individuals would care to buy them. However, the church school library should by all means have some of them, or, at least, others like them.

"Torch Series"

The teacher would be helped if he could find small, readable, relevant books to give the pupils to study at home to supplement the material in the quarterly. At present this is more easily done in the New Testament area than in the Old. One publisher is attempting to fill this need by issuing the "Torch Series" of commentaries.

Ask your pastor for information about this series or write to Augustana Book Concern.

The goal for which the Bible teacher wants to strive is the growth of the pupils in knowledge, attitudes and deeds. Information or knowledge of the Bible

provides a base upon which Christian growth can take place. The most effective means of producing Christian growth is by the sharing of one Christian with another. Anything the teacher can do to promote informed sharing is to the advantage of everyone.

Eastertide Meditation

*Although the Lord has risen
And left His narrow tomb
To wander in the garden,
Where fragrant lilies bloom,
I weep and share His sorrow
In dark Gethsemane,
The traitor kiss of Judas
And Peter's treachery,
When he denied his Master—
Just as we do today,
Ere in the ghostly dawning
Cocks crew the night away.*

*Although the Lord has risen
And vanquished grisly Death
To wander in the garden,
That knows the lilies' breath,
I weep and share His sorrow
In cruel Calvary,
His flesh nail-torn and bleeding,
His sweat and agony,
While maddened fools are jeering,
Forgetting He was kind,
Just as we, too, are doing,
Because we are so blind.*

—EDGAR DANIEL KRAMER

Audio-Visuals for Use With the Christian Growth Series

► April, May, June, 1959

by GEORGE AMMON

GENERAL INSTRUCTIONS

AUDIO-VISUAL materials correlated from many sources with Christian Growth Series (Revised) are shown in relation to *units* of study (groups of lessons) as well as to *specific* lessons.

Some resources below are available only through educational or university libraries. On pp. 270-71 of the excellent new *Audio-Visual Resource Guide* (4th Edition) you will find a list of such sources. This professional reference volume includes evaluations of over 2,000 church-related AV materials made by Christian educators in a nation-wide network of more than 50 interdenominational committees. It has been released in its fourth biennial edition and is kept up-to-date by current evaluations appearing in the *INTERNATIONAL JOURNAL OF RELIGIOUS EDUCATION*.

Both the *Guide* and the *JOURNAL* may be secured from The Division of Christian Education, NCCCUSA, 257 Fourth Avenue, New York 10, New York. The *Guide* sells for \$10; while the *JOURNAL* subscription is \$4 for one year; \$7 for two years.

In the junior department suggestions, reference is made to LWA-AV libraries. One of these is Augustana Audio-Visual Service, 2445 Park Ave., Minneapolis 4, Minnesota.

PRIMARY 3—Spring Quarter

GOD'S GREAT WORLD

UNIT A—GOD AND HIS SON JESUS

Best overall projected audio-visuals for this unit are selected slides of the masterpieces of religious art. Such slides might include:

Cc 808—Resurrection Morn
(Schmalz)

Cc 700—Peter and John Running
to the Tomb

Cp 931—His Omnipresence (Von
Uhde)

Cc 494—Follow Me (Curr)

These and other similar slides are available for 60¢. Cynthia Pearl Maus' book *Christ and the Fine Arts* will help you with interpretation.

The balance of correlations in this unit are for specific lessons.

Session 1—Jesus Died and Rose Again

Fs—*What Easter Really Means*

(SVE). 43 frames, color, guide, \$6.50. Aimed at the primary child, this filmstrip does not quite reach our own understanding of the significance of the resurrection but if used with your own commentary instead of with the recording, you can add the "plus" needed. Use as part of the closing departmental worship.

Fs—*The Easter Song* (United Church of Canada). 25 frames,

color, guide, \$5.50. Based on a chapter in the Friendship Press book "Ke Soon!" this filmstrip tells of a Korean girl and how she learned a new Easter song. Might be used as part of the story period during the lesson.

Session 2—Jesus Returns to God the Father

Fs—*The Ascension of Jesus* (Concordia). 22 frames, color, \$5. Useful as introductory to the teaching period. Tell the story in your own words if possible.

Session 3—Jesus Is With Us Today

As a review of the latter part of the life of Jesus use some of the slides suggested above or Part II of the filmstrip "Life of Christ" (Barosin). 38 frames, color, guide, \$5.50. Plan to show only selected frames from the passion, highlighting meaning rather than narration only.

UNIT B—HELPING JESUS IN HIS WORK

This unit on missions in general may be enriched greatly by the use of many projected visual materials. Although many such visual aids are aimed at older audiences some may be used profitably with primaries. Such a filmstrip series is "Great Christian Missionaries" (SVE), two of which are listed below. Two others might be used as Unit B review in connection with Session 9: *Toyohika Kagawa—God's Man in Japan*; *Adoniram Judson—America's First Missionary*.

Session 4—We Want to Tell Others

Sfs—*Bill Brought Them* (NLC). 58 frames, color, LP record, \$6. How a primary boy learned about anti-semitism and what he did about

it. Use as part of opening worship.

Session 5—Peter Tells Cornelius About Jesus

Fs—*Cornelius Hears the Good News* (SVE). 20 frames, color, \$4. Part of lesson period.

Session 6—Missionaries Preach and Teach

Fs—*Frank Laubach—World's Reading Teacher* (SVE—Great Christian Missionaries Series). 47 frames, color, \$6; with LP record, \$9. Use without record as part of the lesson period or with the record as part of worship.

Session 7—Missionaries Help Sick People

Fs—*Albert Schweitzer—Jungle Missionary* (SVE—Great Christian Missionaries Series). 50 frames, color, LP record, \$9. As part of worship.

Session 8—Missionaries Help Everywhere

Fs—*Missionaries at Work in India* (SVE). 27 frames, color, \$5. As part of worship.

Session 9—Christians Love Everybody

Sfs—*Soo Fong of Hong Kong* (ULCA Board of Foreign Missions). See March issue of PARISH SCHOOL for suggestions on use.

UNIT C—THE WORLD GOD HAS GIVEN US

Session 10—God's Wonderful World

Fs—*Spring Is Here* (SVE). 27 frames, color, \$5.

Session 11—God's Useful World

Fs—*Seedtime and Harvest* (SVE). 34 frames, color, \$5. How several children learn of the abundant yield of seeds which they planted. Use for instruction.

Session 12—God's Beautiful World

F—*God's Wonders Series* (Church-Craft). See below for subjects. Generally best use is as part of worship.

Session 13—Praising God for His World

Sfs—*To Everything a Season* (SVE). 50 frames, color, LP recording. How a boy learns God's plan for growth and the constantly recurring newness of life. The hymn "For the Beauty of the Earth" is used at the beginning and end of the recording and might be sung also as part of the worship when the filmstrip is used. Serves also as a review of Unit C.

The above unit may be enriched by the use of any of these films in the "*God's Wonders*" series. Each is 10 minutes, in color, and rents for \$5. See under Session 12 above.

God's Wonders in a Country Pond

God's Wonders in a Meadow

God's Wonders in a Woodland Brook

God's Wonders in Birds

God's Wonders in Flowers

God's Wonders in the Forest

God's Wonders in the Zoo

God's Wonders in Your Own Back Yard

God's Wonders on the Farm.

JUNIOR 3—Spring Quarter

ACROSS WATERS AND WILDERNESS

UNIT A—LUTHERAN FOUNDERS

This unit admits of several kinds of unit audio-visuals. The first would be the sound filmstrip *Martin Luther* (Lutheran Church Productions). 72

frames, b&w, \$5. LP recording, \$5 (with one side carrying filmstrip commentary and the flip side carrying excerpts from the sound track of the film *Martin Luther*). It may be used at the end of Session 1 as an introduction to Unit A.

The film *Harvest of Years* is an excellent 33 minute story of the history of American Lutheranism from the Reformation through modern church mergers. Although a bit mature for younger juniors it may be used in extended sessions with older juniors as part of any session in Unit A (probably best to use in Sessions 2 or 3). Rental, \$10, from Lutheran Brotherhood Insurance representatives and Augustana Audio-Visual Service, 2445 Park Ave., Minneapolis 4, Minn.

Session 1—Building on a Firm Foundation

Fs—*Peter and the Resurrection* (Church-Craft). 27 frames, color, guide, \$5. Adapt "program" type of use to "instruction" type by reworking narration.

Fs—*Martin Luther* (see above).

Session 2—Explorers and Pioneers
Map of the World (see above).

F—*Harvest of Years* (see above).

Session 3—Teachers and Workers

F—*Harvest of Years* (see above).

A field trip to a nearby Lutheran shrine or historic spot would be an excellent project.

Session 4—Pastors and Missionaries

Slides or filmstrips of pioneer Lutheran leader in your synod would be very useful here.

Session 5—Settlers and Soldiers

No aids suggested.

UNIT B—LUTHERAN FOLLOWERS

Session 10—Planting the Church in

Other Countries

Sfs—*Wait a Minute* (LWA). 73 frames, color, LP recording. Free from LWA-AV libraries.

F—*Ambassador in Bonds* (NLC). 35 minutes, b&w, free loan from LWA-AV libraries. How the Lutheran Church was started in India by Bartholomew Ziegenbald. Extended sessions, older juniors.

F—*Song of Sumatra* (NLC). 40 minutes, b&w, free loan from LWA-AV libraries. How Ludwig Nommensen began Lutheran work in Sumatra. Extended session, older juniors.

The Board of World Missions' latest AV list has many films and filmstrips, one of which may be used here.

Session 11—Working Together in the World

Your Lutheran World Federation, a 45 minute, color film, may be used here with older juniors. Write to LWA-AV library for free loan. Length will require extended session.

In the event you cannot use the *Wait a Minute* sound filmstrip for Session 10, you might use it here.

You may want to consult the latest list of filmstrips and motion pictures produced by LWA. Write 50 Madison Avenue, New York 10, for list.

INTERMEDIATE 3—Spring Quarter

GOD'S WAY THROUGH THE CHURCH

UNIT A—THE CHURCH TAKES ROOT

Session 1—Easter

Sfs—*Resurrection* (Cathedral). 34

frames, color, LP record, \$7.50—opening worship.

F—*Crucifixion and Resurrection* (Cathedral). 30 minutes, b&w, \$14; color, \$20—closing worship.

Session 2—How Did the Church Begin?

Fs—*The Church Is Born* (SVE). 32 frames, color, \$5—introduce lesson.

Session 3—What Was the Church Like?

Fs—*The Church in New Testament Times* (Christian Education Press). 67 frames, color, \$5.50—as part of the instruction.

For Session 1 there are many audiovisuals, but those by Cathedral Films seem to be the best at the present time and are used best in a worship setting.

For Sessions 2 and 3 the suggested filmstrips are highly useful as teaching helps, and may be used as part of the lesson period, possibly in a class situation, or if necessary in a department situation just before class.

Use intermediates to project—but more important, let them help you prepare to use it. This takes valuable time the preceding week—but will pay off.

Excellent guides accompany both these filmstrips. Use them.

UNIT B—THE CHURCH EXPANDS

Session 4—Witnesses

Sfs—*Stephen, First Christian Martyr* (Cathedral). 46 frames, color, LP recording, \$7.50—opening or closing worship.

Sfs—*First Missionary Journey* (Cathedral). 31 frames, color, LP recording, \$7.50. Introduce session.

Session 7—Earth's End, AD 100

Sfs—*Second Missionary Journey* (Cathedral). 37 frames, 15 minutes, color, LP record, \$7.50. (For suggestions on how to use see March issue of PARISH SCHOOL.)

Maps 6, 7, 8, 9 of *New Testament Maps* (SVE) are useful in this unit. These are 2 x 2 slides in color. Set of 11 slides (sold only as a set) \$6.60.

SENIOR 3—Spring Quarter

CHRIST IN THE GOSPELS

This quarter is not divided into units. Audio-visuals suggested are for specific lessons, therefore. After each description is a phrase or word indicating the type of use, i.e., as an "introduction" to the lesson, or as part of "opening worship," etc.

Session 1—The Birth of Jesus

Sfs—*Good News to All People* (SVE). 40 frames, color, LP record, \$9. A new "angle" on the birth of Jesus. Introduction.

Session 3—Jesus' Preparation

Sfs—*Baptism and Temptation* (Cathedral). 38 frames, color, LP record, \$7.50. See March PARISH SCHOOL for suggestions as to use.

F—*Boyhood and Baptism* (Cathedral). 30 minutes, b&w, \$8; color, \$12. Introduction.

Session 4—Jesus' Early Ministry

F—*The Transfiguration* (Family Films). 20 minutes, b&w, \$6.50; color, \$10. Opening worship.

Session 5—Jesus' Later Ministry

Sfs—*Triumph and Defeat* (Cathedral). 46 frames, color, \$7.50.

Events leading to crucifixion. Introduction.

F—*Passover Supper and Betrayal* (Cathedral). 30 minutes, b&w, \$8; color, \$12. Opening worship.

Session 6—The Cross and Resurrection
Sfs—*Crucifixion* or *Resurrection*, each 34 frames, color, LP recording, \$7.50. Review.

F—*Crucifixion and Resurrection* (Cathedral). 30 minutes, b&w, \$8; color, \$12. Review.

Session 7—The Gospel of a New Way of Life

F—*The Calling of Matthew* (Cathedral). 28 minutes, b&w, \$9. Introduction.

Session 8—The Sermon on the Mount

F—*The Happy Heart* (Concordia). 29 minutes, b&w, \$9. Sticking to one's convictions—an earlier TV show "This Is the Life." Opening worship.

Session 11—Luke's New Stories of Jesus

F—*This My Son* (Family Films). 30 minutes, b&w, \$9; color, \$15. Modernized version of "The Prodigal Son." Closing.

Session 12—The Gospel of the New Birth

Fs—*The Gospel of John—The Ministry of Jesus Christ* (SVE). Part 1, 35 frames, color, \$5.50.

Session 13—"The Way, the Truth, and the Life"

Sfs—*Symbols of the New Testament* (Cathedral). 28 frames, color, LP record, \$7.50. Not related directly to this lesson, but might serve as a review of the whole quarter.

And Finally . . .

MANY readers ask about the status of parish education in the new merged church. Here is the answer, bright and hopeful. I quote from the 1958 Report of The Joint Commission on Lutheran Unity:

THE BOARD OF PARISH EDUCATION

a. Functions

In the main the organization and program of a board of parish education for the merged church will follow the long-range program of parish education already approved by the merging bodies.

The Board of Parish Education is to have full responsibility for outlining, developing and promoting a total program of parish education including:

- 1) All schools and agencies of parish education recommended for all age levels in the con-

gregations, such as the home, the Sunday church school, the vacation church school, the weekday church school, the catechetical classes (youth and adult), special interest groups, summer camps and conferences, and such other agencies as tend to strengthen the program of Christian education in the parish.

- 2) All materials to be used in the field of parish education to implement this program.

- 3) The means of developing leadership for this program.

- 4) The promotion of the program in the congregations, constituent units, and the united church through materials and field work.

b. Committees

The following committees are to be provided for:

- 1) Executive Committee

- 2) Finance Committee
- 3) Editorial Work Committee
- 4) Departmental-Field Work Committee

c. Relationships

1) *To other boards and agencies*

Where the Board of Parish Education and other boards and agencies of the merged church share a mutual concern in the program of parish education, the Board of Parish Education is to consult with those boards and agencies as it develops a coordinated program for the church. Similarly, other boards and agencies are to consult with the Board of Parish Education when their programs are related to the field of parish education.

2) *To the Board of Publication*

The Board of Parish Education is to consult with the Board of Publication and arrive at a mutually acceptable publication arrangement before production of new parish education materials is undertaken. Once such arrangements are made a) the Board of Parish Education is to have full responsibility for planning, preparing and approv-

ing all manuscripts and other materials to be published or produced and b) the Board of Publication is to have full responsibility for printing, advertising, distributing and marketing all such materials.

3) *To constituent units*

Each constituent unit of the merged church is to provide for an organization responsible for parish education which is to interpret to the Board of Parish Education the needs of the constituent unit in the area of parish education and which is to have responsibility for interpreting and implementing the program of the Board of Parish Education within the constituent unit in terms of the needs of that unit.

d. Staff

In addition to the staff of the Board of Parish Education each constituent unit is to elect, after conference with the Board of Parish Education, at least one full time worker. These workers are to be integrated into the work and program in building activities of the board according to an established plan whereby a certain period of the workers' time should be placed annually at the disposal of the Board of Parish Education for training and reorientation.